



'Catch up' Planning Statement

The government has announced £650 million will be shared across state primary and secondary schools over the 2020/21 academic year. This is expected to equate to approximately £80 per pupil.

Whilst head teachers will decide how the money is spent, the government expects this to be spent on small group tuition for whoever needs it.

This one-off grant to support pupils in state education recognises that all young people have lost time in education as a result of the pandemic, regardless of their income or background.

Separately, a National Tutoring Programme, worth £350 million, will increase access to high-quality tuition for the most disadvantaged young people over the 2020/21 academic year. This will help accelerate their academic progress and prevent the gap between them and their more affluent peers widening.

Please complete this planning tool to identify groups of pupils who may require additional tuition. The funding is not available for interventions that remove pupils during the lessons and should only be targeted at morning, lunch or afterschool learning that is additional to the core teaching offer. The Education Endowment Foundation also has a [published guide](#) to help school leaders and staff decide how to use this funding to best support their pupils and their outcomes. The [Toolkit](#) provides an evaluation of the various tested programmes.

[The National Tutoring Programme](#) is designed to reach up to two million of England's most disadvantaged children.



Strategy for 2020-21

Initial evaluations and assessments of gaps/barriers for groups of pupils

Barriers to future good attainment – 14/09/20	
<p>English – writing – No specific barriers identified currently. Children just need to build up their fine motor skills and stamina as well as covered missed objectives from the summer term.</p> <p>Yr. 1 phonics – all assessed against phase 2 & 3 and their retention of phonemes from Rainbows is fantastic, so the focus will be applying them in their reading and writing.</p> <p>Yr. 2 phonics – not assessed due to staff absence – TBC wk. bg 21st September</p> <p>Reading – No specific barriers identified yet. Increased opportunities to read more widely in foundation subjects.</p> <p>SPaG assessment to be completed wk. bg 20/09/20</p>	
<p>Maths – Timetable knowledge – whole school issue rather than Covid-19 specific</p> <ul style="list-style-type: none"> - Children have coped well with the recovery curriculum. - <i>White Rose curriculum starting wk. bg 14/09/20 to be reviewed 28/09/20</i> 	
Teachers will be identifying specific gaps / barriers through accurate assessment for learning – see individualised class plans – to follow.	
Wave 1	
<ul style="list-style-type: none"> - Recovery Curriculum - Quality first teaching - AfL barriers to learning interventions 	
Wave 2	
<ul style="list-style-type: none"> - Summary information 'Catch up' Grant 	
Academy	St Ann's Well Academy



Academic Year	2020-21	Total Catch up budget: £16,240	Nursery: Reception: £2,160 Year 1: £2,400 Year 2: £2,400 Year 3: £2,320 Year 4: £2,320 Year 5: £2,320 Year 6: £2,320	Number of pupils	Reception: 27 Year 1: 30 Year 2: 30 Year 3: 29 Year 4: 29 Year 5: 29 Year 6: 29
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Planning for Catch up interventions – whole school overview.

Approach 1 - £9,240

St Ann’s Well will be using some of the catch-up funding to provide access to teaching that is additional to the core teaching time pupils automatically receive by virtue of being in school. This means that the catch up funding will be used throughout next academic year for teaching that takes place:

- Before the start of the school day;
- Over the lunchtime period;
- After the school day has ended;
- As part of holiday catch-up programmes.

Each teacher has been given the autonomy as to which children they should target and when the interventions would take place.

Children they identify and then target, using AfL, could either be a specific classes *weakest subject* (reading, writing, SPaG or maths) in which key children, with specifics gaps needing to be addressed are targeted or individual children’s specific gaps in a number of subjects and provide short sharp focused intervention. i.e. – they stay behind after school for 20 minutes for 6 days.

As such, the funding will not be used to withdraw children from existing timetabled lessons and will be additional to a pupil’s core entitlement.

Approach 2 - £7,000

The use of the National Tutoring Programme (NTP) will be considered as part of the academy’s catch up strategy for reception and KS1 (detail dependent).

We would want to employ NTP Coach(es), who are trained graduates to provide intensive in-school catch-up support to identified children.

To be reviewed.

Approach 3 – TBC after a spending review at the end of Spring 1.

Invest in proven interventions, buy equipment or ICT programme for both immediate and longer term use.

E.g. Rising Stars Shine reading and writing interventions, more iPad so children can access online catch-up interventions or purchase apps / online interventions.



I have registered my interest in the reception year early language programme. Once I receive more details regarding the programme, the EYFS leader will plan for its implementation.

F2
1. Identified gaps / barrier in learning (Big picture)
1. Majority of pupils are lacking the ability to play alongside others especially in imaginative play.
2. Pupils listening skills are lower than expected especially when listening to one step directions (will impact phonics).
3. Small group of non-SEN pupils who are still not communicating with adults in the environment.
4. Pupils in general lacking in confidence with mark making / early stages of letter formation/ numeral formation.

1. Planning for Catch up interventions (Autumn 2)					
Identified gap / barrier in learning (be specific)	What do we want to achieve? (what will success look like – be specific)	How? When? Who?	What is the rationale for this chosen strategy?	How will it be monitored	Progress/Impact (End of Autumn 2)
	<i>Identified evaluation or assessment as a baseline</i>	<i>How will the intervention or provision be delivered?</i>	<i>Refer to research from EEF or other research to justify the choice of strategy.</i>		<i>Briefly evaluate impact of intervention against the identified outcomes.</i>



<p>Pupils are not “imaginatively playing” together in most incidents. This is across all groupings and not gender specific. Due to:</p> <ul style="list-style-type: none"> • Lack of social interactions with children the same age as them during lock down • Lack of adult interaction/modelling of play • Not having had to share their toys • Not having had experiences to re enact • Settling into new environment and new resources 	<p>Pupils taking part in imaginative play in groups of two or more which incorporates social interactions and communication.</p> <p>Pupils accessing toys/resources to create their own play.</p> <p>Language/content of play mimics and applies knowledge from across the curriculum specially UTW.</p>	<p>Provision will be through alterations in learning environment or continous provision. KB will responsible for the adaptions based on AFL.</p> <p>Pupils allocated in smaller areas of the classroom in smaller groups to support sense of comfort and confidence.</p> <p>Pre set imaginative play firstly represents personal interests to support children’s interests.</p> <p>More opportunities for imaginative play in different context- constuction based, larger carpet play, tough spot pre set imaginative world with additions easily accessible and the homecorner.</p> <p>Adults modelling imaginative play in the environment.</p>	<p>nicurriulumn.org.uk- learning through play</p> <p>Research and document supports the progression of play using different resource in different areas of the environment.</p> <p>Currently no sand, water or dough due to covid this may need to be adjusted.</p> <p>Children’s play must be supported with peers, in daily environent and resources they are going to be using all year.</p>	<p>Class Teacher SLT</p>	
<p>Pupils listening skills are lower than expected especially when listening to one step directions (will impact phonics). Due to:</p> <ul style="list-style-type: none"> • Fewer interactions with others. • Level of expectation placed upon them at home. • English not used at home. 	<p>Pupils to collectively (minus SEN) follow simple daily one instruction.</p>	<p>Support will be through provision structure and consistent vocabulary by adults in the setting.</p> <p>Collaborative activities</p> <p>Vocabulary: “stop look and listen supported with actions and images.</p> <p>Consistency in daily structure- times to listen</p> <p>Listening games as a collective.</p> <p>Listening activities locked on IPads</p>	<p>Quality first teaching in EYFS highlights the importance of intervention and addition support to be done in the classroom alongside peers whilst in continuous provision and withdraw for intervention last resort.</p>	<p>Class Teacher SLT</p>	



		Phase 1 activities/focus during phonics teaching of Phase 2 to support alongside graphmeme /phoneme correspondence.			
<p>Small group of non-SEN pupils who are still not communicating with adults in the environment.</p> <p>Due to:</p> <ul style="list-style-type: none"> Relationships with adults in setting still forming. Lack of self confidence Low levels of communication during lockdown. English not being spoken at home during lockdown. 	<p>Pupils happily and confidently engage in two-way conversations with an adult in the setting when required to.</p> <p>Pupils come to adults to engage in conversations.</p> <p>Pupils who EAL are supported my actions and images to support interactions.</p>	<p>Provision will be through alterations in learning environment or continous provision. KB will responsible for the adaptations based on AFL.</p> <p>Time each day to focus 1:1 with specific pupils in continous provsion (modelling vocabulary and building relationships)</p> <p>Rewarding pupils privately for achievements in other areas of the curriculum daily.</p> <p>Activities that provoke emotion and therefore provoke conversation.</p> <p>Include daily singing lessons to support confidence and interactions.</p>	<p>National strategies Early Years</p> <p>Every Child a Talker: Guidance for Consultants and Early Language Lead Practitioners.</p> <p>Research and documentation to support practise.</p> <p>Notes: Small cosy areas currently difficult due to covid implication on fabric in environment.</p>	Class Teacher SLT	
<p>Pupils in general lacking in confidence with mark making / early stages of letter formation/ numeral formation.</p> <p>Due to:</p> <ul style="list-style-type: none"> Little or no mark making experiences during lockdown. 	<p>Pupils confidently attempt new letter formations during adult focus sessions. Mark making can be seen through child-initiated play and in the environment.</p>	<p>Support will be through provision within school and targetted support at home through homework.</p> <p>Different applications and tools for mark making available within covid restrictions - permanent, non permanent, ICT supported, small and large scale, individual and collaborative.</p>	<p>National strategies Early Years</p> <p>Mark Making Matters: Young children making meaning in all areas of learning and development</p>	Class Teacher SLT	



<ul style="list-style-type: none"> Little of no support in developing fine motor strength and skills. 		<p>Tracing and copy of words and patterns to support confidence.</p> <p>Homework sent to encourage support at home and inform parents of gaps and our pedagogy. Class dojo to support expectations.</p>	<p>Research and documentation to support practise.</p>		
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Year 1
2. Identified gaps / barrier in learning (Big picture)
<p>1. Phonics assessment (Sept) identified children have lost some of their previous /grapheme correspondence knowledge. The children are being targeted through quality first teaching in school before we reassess (beginning A2) and screen them at the end of Autumn 2 as they will then be more familiar with pseudo words.</p>
<p>2. Some children in maths have a gap around place value. Currently being taught and embedded. May require future booster if gap remains.</p>
<p>3. Some children appear to be less fluent in reading, most likely down to a lack of reading at home during school closures. Their barrier is speed, smoothness, recognising key words without needing to overtly blend and reading slightly ahead to allow for fluency. They would benefit from extra opportunities to read with a focus on fluency. This is being provided within the school day currently as reading is a focus for in-class intervention in the Autumn term.</p>

2. Planning for Catch up interventions (Autumn 2)					
Identified gap / barrier in learning (be specific)	What do we want to achieve? (what will success look like – be specific)	How? When? Who?	What is the rationale for this chosen strategy?	How will it be monitored	Progress/Impact (End of Autumn 2)



	<i>Identified evaluation or assessment as a baseline</i>	<i>How will the intervention or provision be delivered?</i>	<i>Refer to research from EEF or other research to justify the choice of strategy.</i>		<i>Briefly evaluate impact of intervention against the identified outcomes.</i>
<p>Phonics Grapheme/phoneme correspondence. Knowledge of pseudo words.</p>	<p>Recognition of phase 2 and 3 grapheme/phoneme correspondence. Ability to blend real and pseudo words.</p>	<p>QFT and Rapid phonics intervention in the afternoon to close gaps. Spring 1 for those children who are still not reaching the expected level of phonics QFT and Rapid phonics in the afternoon and after school as they will be more mature and able to stay engaged for an extended period of time.</p>	<p>EEF - Small Group Tuition</p> <p>Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Tuition in groups of two has a slightly higher impact than in groups of three, but a slightly lower impact than one to one tuition. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness.</p>	<p>Class Teacher SLT</p>	



<p>6 children appear to be less fluent than they were in Spring in reading. Their barrier is confidence, speed, smoothness, recognising key words without needing to overtly blend to allow for fluency.</p>	<p>AR at Spring 2 in Reading Continue to 1EXS by end of Y1.</p>	<p>1:1 Reading with TA/T daily. Phonics QFT and Rapid Phonics with a focus on blending.</p>	<p>EEF - One to one tuition</p> <p>Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (six to twelve weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial.</p>	<p>Class Teacher SLT</p>	
<p>Lower ability pupils who require extra reading for fluency and confidence.</p>	<p>AR at Spring 2 in Reading Continue to 1EXS by end of Y1.</p>	<p>1:1 Reading with TA/T twice a week. Phonics QFT and Rapid Phonics with a focus on blending.</p>	<p>EEF - One to one tuition</p> <p>Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (six to twelve weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial.</p>	<p>Class Teacher SLT</p>	



<p>Lower ability pupils who require extra reading for fluency and blending.</p>	<p>Below AR at Spring 2 in Reading 1EXS by end of Y1.</p>	<p>QFT and Rapid phonics intervention in the afternoon to close gaps.</p>	<p>EEF - One to one tuition</p> <p>Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (six to twelve weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial.</p>	<p>Class Teacher SLT</p>	
<p>Non-readers unable to blend or segment.</p>	<p>To be able to blend and segment known phonemes and to increase knowledge of grapheme/phoneme correspondence.</p>	<p>QFT and Rapid phonics intervention in the afternoon to close gaps.</p>	<p>EEF - Small Group Tuition</p> <p>Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Tuition in groups of two has a slightly higher impact than in groups of three, but a slightly lower impact than one to one tuition. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness.</p>	<p>Class Teacher SLT</p>	



Year 2
4. Identified gaps / barrier in learning (Big picture)
1. 65% of children passed a mock phonics screening test (Sept). 2 identified children have dropped score from their prediction. These children are both being targeted through quality first teaching in school before the Phonics retake in Autumn 2.
2. Some children in maths have a gap around place value. Currently being taught and embedded. May require future booster if gap remains.
3. Some children in maths have a gap around four operations, including counting forwards/backwards accurately. This will be taught in the next two units. May require future booster if gap remains.
4. Some children appear to be less fluent in reading, despite their phonics knowledge at word level being generally good. This is likely down to a lack of reading at home during school closures. Their barrier is speed, smoothness, recognising key words without needing to overtly blend and reading slightly ahead to allow for fluency. They would benefit from extra opportunities to read with a focus on fluency. This is being provided within the school day currently as reading is a focus for in-class intervention in the Autumn term.
5. Some children are working at 1WTS, and would benefit from additional support to boost attainment and progress.
6. Some children are working at 1EXS, but have the potential to reach GD with additional support to boost attainment and progress.

3. Planning for Catch up interventions (Autumn 2)					
Identified gap / barrier in learning (be specific)	What do we want to achieve? (what will success look like – be specific)	How? When? Who?	What is the rationale for this chosen strategy?	How will it be monitored	Progress/Impact (End of Autumn 2)
	<i>Identified evaluation or assessment as a baseline</i>	<i>How will the intervention or provision be delivered?</i>	<i>Refer to research from EEF or other research to justify the choice of strategy.</i>		<i>Briefly evaluate impact of intervention against the identified outcomes.</i>
Assess at the end of Autumn 2 to see if gaps and barriers remain, as gaps may be closed through quality first teaching in the classroom.					



<p>4 Children – Kian, Lya, Amelia-Lily, Evie</p> <p>Maths – Place Value knowledge (Value of tens and ones, partitioning in different ways). Muddling of tens/ones digits.</p> <p>Four Operations (Counting forwards, backwards bridging 10 – applying to mental strategies.</p> <p>Knowledge of number bonds to 10.</p>	<p>1EXS at Spring 2 in Maths.</p> <p>Continue to 2EXS by end of Y2.</p>	<p>Teacher - 6 X 30 min sessions 1:4</p> <p>After school once per week</p>	<p><u>EEF - Small Group Tuition</u></p> <p>Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Tuition in groups of two has a slightly higher impact than in groups of three, but a slightly lower impact than one to one tuition. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness.</p>	<p>Class Teacher</p> <p>SLT</p>	
<p>6 children appear to be less fluent in reading, despite their phonics knowledge at word level being generally good. Their barrier is speed, smoothness, recognising key words without needing to overtly blend and reading slightly ahead to allow for fluency.</p>	<p>1EXS at Spring 2 in Maths.</p> <p>Continue to 2EXS by end of Y2.</p>	<p>Teacher - 10 mins 1:1 once weekly (Before school, After school, During lunchtime).</p> <p>6 sessions</p>	<p><u>EEF - One to one tuition</u></p> <p>Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (six to twelve weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial.</p>	<p>Class Teacher</p> <p>SLT</p>	



<p>Four children currently working at 1WTS in Reading would benefit from extra support in reading to boost progress and attainment.</p>	<p>1WTS at Spring 2 in Reading. Target to boost children closer to 2EXS by end of Y2.</p>	<p>Teacher – 30 mins 1:4 once weekly after school. 6 sessions</p>	<p><u>EEF – Small Group Tuition</u> Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Tuition in groups of two has a slightly higher impact than in groups of three, but a slightly lower impact than one to one tuition. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness.</p>	<p>Class Teacher SLT</p>	
<p>Three children are working at 1WTS in maths and could make greater progress towards being ARE with booster.</p>	<p>1WTS at Spring 2 in Maths. Target to boost children closer to 2EXS by end of Y2.</p>	<p>Teacher – 30 mins 1:3 once weekly after school. 6 sessions</p>	<p><u>EEF – Small Group Tuition</u> Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Tuition in groups of two has a slightly higher impact than in groups of three, but a slightly lower impact than one to one tuition. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness.</p>	<p>Class Teacher SLT</p>	



<p>Four children are working at 1WTS in Writing and could make greater progress towards being ARE with booster.</p>	<p>1WTS at Spring 2 in Writing. Target to boost children closer to 2EXS by end of Y2.</p>	<p>Teacher – 30 mins 1:4 once weekly after school. 6 sessions</p>	<p><u>EEF – Small Group Tuition</u> Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Tuition in groups of two has a slightly higher impact than in groups of three, but a slightly lower impact than one to one tuition. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness.</p>	<p>Class Teacher SLT</p>	
<p>Two children have potential to be GD in Maths with boosting:</p>	<p>1EXS at Spring 2 in Maths. Target to boost to 2GDS by end of Y2</p>	<p>Teacher – 30 mins 1:2 once weekly after school. 6 sessions</p>	<p><u>EEF - Small Group Tuition</u> Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Tuition in groups of two has a slightly higher impact than in groups of three, but a slightly lower impact than one to one tuition. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness.</p>	<p>Class Teacher SLT</p>	



<p>Three children have potential to be GD in Reading with boosting:</p>	<p>1EXS at Spring 2 in Reading. Target to boost to 2GDS by end of Y2</p>	<p>Teacher – 30 mins 1:3 once weekly after school. 6 sessions</p>	<p><u>EEF - Small Group Tuition</u> Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Tuition in groups of two has a slightly higher impact than in groups of three, but a slightly lower impact than one to one tuition. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness.</p>	<p>Class Teacher SLT</p>	
<p>Two children have potential to be GD in Writing with boosting:</p>	<p>1EXS at Spring 2 in Writing. Target to boost to 2GDS by end of Y2</p>	<p>Teacher – 30 mins 1:2 once weekly after school. 6 sessions</p>	<p><u>EEF - Small Group Tuition</u> Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Tuition in groups of two has a slightly higher impact than in groups of three, but a slightly lower impact than one to one tuition. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness.</p>	<p>Class Teacher SLT</p>	



Year 3
3. Identified gaps / barrier in learning (Big picture)
1. Most of the pupils are unable to spell 40% of the Year 2 common exception words. This is being addressed through daily spelling activities but has delayed the coverage and teaching of Y3/4 common exception words
2. In Reading, a percentage of pupils are less fluent in reading, evidenced in 1:1 reading sessions and Big Read. This may be less reading during school closures.
3. In Maths, many are not secure with Place Value. This is being addressed in Maths mental starters, but some pupils need further consolidation.
4. At least 25% of pupils are struggling to recall multiplication facts for 2x and 5x. This is being addressed in lessons but affects their ability to problem solve.

Planning for Catch up interventions (Autumn 2)					
Identified gap / barrier in learning (be specific)	What do we want to achieve? (what will success look like – be specific)	How? When? Who?	What is the rationale for this chosen strategy?	How will it be monitored	Progress/Impact (End of Autumn 2)
	<i>Identified evaluation or assessment as a baseline</i>	<i>How will the intervention or provision be delivered?</i>	<i>Refer to research from EEF or other research to justify the choice of strategy.</i>		<i>Briefly evaluate impact of intervention against the identified outcomes.</i>
Gideon, Kiya, Junior and Isabell have gaps in phase 3 phonics.	A secure knowledge of Ph3 phonics by end of Aut 2.	Additional 20min sessions at lunchtime by teacher/ TA for group of 4.	Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches) when part of a successful literacy strategy.	Class Teacher SLT	



<p>7 are less fluent in reading. Their barrier is speed and accuracy. Decoding skills are present but require additional practise to support speed, smoothness, and the ability to read ahead.</p>	<p>Assessment in Spring 2</p>	<p>Teacher 6 X 30 min sessions 1:4 TA 6 X 30 min sessions 1:4</p> <p>Sessions will allow pupils to be taught fluency skills and also practise decoding.</p>	<p>The EEF has found that teaching reading comprehension strategies where the focus is on the learners' understanding of written text. Pupils are taught a range of techniques which enable them to comprehend the meaning of what they read.</p>	<p>Class Teacher SLT</p>	
<p>Maths – Place Value knowledge (Value of tens and ones, adding hundreds, tens and ones, partitioning in different ways). Muddling of tens/ones digits.</p> <p>Multiplication recall (2x, 5x)</p>	<p>A secure understanding of Place value by Aut 2 evident in assessment</p> <ul style="list-style-type: none"> • Value of HTOs • Reading representatians of quantities accurately • Partitioning in different ways • Secure knowledge of multilication facts 	<p>Teacher - 6 x 30 min sessions 1:4 TA – 6 x 30 min sessions 1: 4</p> <p>After school once per week</p>	<p>EEF - Small Group Tuition</p> <p>Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Tuition in groups of two has a slightly higher impact than in groups of three, but a slightly lower impact than one to one tuition. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness.</p>	<p>Class Teacher SLT</p>	



Year 4
Identified gaps / barrier in learning (Big picture)
1. Some children have forgotten key ideas of exchanging when in addition and subtraction. This has been shown in weekly big maths.
2. Some children have shown to be as confident as they should in Year 4 with partitioning and describing 4 digit numbers.
3. Some children have lost key times table knowledge that they should know from previous year groups (2, 5, 10, 3, 4 and 8)
4. Some children appear to be less fluent in reading, despite their phonics knowledge at word level being generally good. This is likely down to a lack of reading at home during school closures. Adding to this, they would benefit from extra reading comprehension to improve this important skill.

4. Planning for Catch up interventions (Autumn 2)					
Identified gap / barrier in learning (be specific)	What do we want to achieve? (what will success look like – be specific)	How? When? Who?	What is the rationale for this chosen strategy?	How will it be monitored	Progress/Impact (End of Autumn 2)
	<i>Identified evaluation or assessment as a baseline</i>	<i>How will the intervention or provision be delivered?</i>	<i>Refer to research from EEF or other research to justify the choice of strategy.</i>		<i>Briefly evaluate impact of intervention against the identified outcomes.</i>
Assess at the end of Autumn 2 to see if gaps and barriers remain, as gaps may be closed through quality first teaching in the classroom.					
Some children appear to be less fluent in reading, despite their phonics knowledge at word level being generally good. This is likely down to a lack of reading at home during	Autumn 2 Data will show children have made accelerated progress.	Group A Teacher - 6 X 30 min sessions 1:4 6 sessions Group B Teacher - 6 X 30 min sessions 1:2	EEF - One to one tuition Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. Short, regular sessions (about 30 minutes, three to five times a week)	Class Teacher	



<p>school closures. Adding to this, they would be benefit from extra reading comprehension to improve this important skill.</p>			<p>over a set period of time (six to twelve weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial.</p>		
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Year 5

Planning for Catch up interventions (Autumn 2)					
Identified gap / barrier in learning (be specific)	What do we want to achieve? (what will success look like – be specific)	How? When? Who?	What is the rationale for this chosen strategy?	How will it be monitored	Progress/Impact (End of Autumn 2)
	<p><i>Identified evaluation or assessment as a baseline</i></p>	<p><i>How will the intervention or provision be delivered?</i></p>	<p><i>Refer to research from EEF or other research to justify the choice of strategy.</i></p>		<p><i>Briefly evaluate impact of intervention against the identified outcomes.</i></p>
<p>Maths 8 children (2 groups of 4)</p> <p>Fluency - times tables, 4 number operations, place value and FDP</p>	<p>Arithmetic tests and ability to cover different topics in maths.</p> <p>Continue to achieve 5EXS by the end of Year 5.</p>	<p>6 x 1 hour session after school by teacher for groups of 4.</p> <p>2 groups a week.</p> <p>Total 12 hours for 2 groups.</p>	<p>EEF studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs is effective in bridging gaps.</p>	<p>Class Teacher SLT</p>	



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Year 6
Identified gaps / barrier in learning (Big picture)
<p>1. Arithmetic has been identified as a key area for improvement across the class. Specifically, formal written methods for the 4 operations. We are beginning a unit on addition and subtraction followed by multiplication and division so this will be reviewed at the end of Autumn 2 however there will be certain children who will need further support outside of quality first teaching. Times tables has been identified as a major issue for a number of children. We have begun a weekly times tables challenge however a number of children will need further support to ensure that this does not become a barrier when we start our units on fractions.</p>
<p>2. Within reading, there are 6 children being targeted for GDS. They were either GDS at KS1 or are on an accelerated progress track from EXS. During the recent practice SATs, it has been identified that they are all struggling with tackling the style of the SATs paper. Most of their tests were unfinished. They will require close support to ensure that they are on track to secure GDS in May.</p>
<p>3. 45% of children achieved a score in the recent GPS test (2016 Paper) which was either at ARE or within a few marks which will be picked up in our regular GPS daily starters and quality first teaching. However, within the children who did not achieve ARE or close by, there are a number of children who will need further support especially with spelling.</p>
<p>4. In writing, we have identified that a number of children will need additional support to ensure that they achieve EXP in line with expected progress from KS1. At the moment it is too soon to assess whether quality first teaching will be enough. This will be reviewed at the end of Autumn 1.</p>

1. Planning for Catch up interventions (Autumn 2)	
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Identified gap / barrier in learning (be specific)	What do we want to achieve? (what will success look like – be specific)	How? When? Who?	What is the rationale for this chosen strategy?	How will it be monitored	Progress/Impact (End of Autumn 2)
	<i>Identified evaluation or assessment as a baseline</i>	<i>How will the intervention or provision be delivered?</i>	<i>Refer to research from EEF or other research to justify the choice of strategy.</i>		<i>Briefly evaluate impact of intervention against the identified outcomes.</i>
Assess at the end of Autumn 2 to see if gaps and barriers remain, as gaps may be closed through quality first teaching in the classroom.					
5 children – Four Operations: Addition and subtraction of whole numbers and decimals. Short and Long multiplication Short and long division.	5EXS or at Spring 2 in Maths. Achieving 25+ marks in SATs arithmetic papers	Teacher - 6 X 30 min sessions 1:5 Before school once per week	<p><u>EEF - Small Group Tuition</u></p> <p>Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Tuition in groups of two has a slightly higher impact than in groups of three, but a slightly lower impact than one to one tuition. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness.</p> <p><u>EEF – Improving maths in KS2</u> <u>Use structured interventions to provide additional support</u></p> <p>The school ensures that interventions taking place outside of the classroom are more effective than the instruction pupils would otherwise receive. Intervention timetabling is done carefully so intervention sessions avoid removing pupils from lessons they enjoy or lessons where they will miss significant amounts of curriculum content. Interventions are planned to take the shortest amount of time needed to get the pupil back on track. They are well targeted.</p>	Class Teacher SLT	



			When a pupil is identified as struggling teachers quickly identify the specific reason(s) why. Teachers use this information to intervene and address the aspect of maths that the pupils is struggling with.		
5 children need to be secure in GDS to make expected progress from KS1.	5GDS at Spring 2 Continue to be 6GDS at the end of Year 6.	Teacher – 30 mins 5:1 weekly before school. 6 sessions	EEF - Small Group Tuition Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Tuition in groups of two has a slightly higher impact than in groups of three, but a slightly lower impact than one to one tuition. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness.	Class Teacher SLT	